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BULLETIN

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Helping the Adolescent Delinquent Use Training School Experience

From a Round Table Discussion at the Eastern Regional Conference, Philadelphia, April, 1938, given by
MISS A. BERNICE QUIMBY, Director of Sleighton Farm Extension Department, Philadelphia

THE value of a training school experience can be determined only by the use that is made of it when the individual returns to community life. We need to think in terms of the individual who is returning to the community, who responds in her individual way to the training school experience, to the return experience in the community, and to the integration of these two.

The thinking of one period stressed what training schools might accomplish by surrounding the individual with all a good training school program could give—fine academic and vocational training, hobbies providing leisure-time activity, opportunity for cultural training, good friends, the love and interest of those who seek to make up to the under privileged child that of which she has been deprived. We now realize that given all these fine things, unless the individual can find something in this experience to participate in and struggle with, she will be unable to struggle with the problems of life as she finds them on her return to the community. If her experience at the training school is one of conforming only to external stimulation and pressure, giving none of herself to it, she will have developed little of the inner strength essential if she is to be responsible for her behavior in the community. It is as we watch our adolescent girl's use of these different experiences in the training school program that we are best able to estimate her capacity for growth and her way of meeting the community experience. With this emphasis on the individual's responsibility for herself and her developing strength as she engages in and struggles with the problems she meets in her immediate setting, the training school, we are helping her to put responsibility where it really belongs instead of outside herself on external factors of environment.

Tragic as they are in childhood, broken homes, neglect, abuse and illness become factors that the individual makes use of in her own way and may

serve to excuse her from assuming responsibility for herself. In other words, it is essential that we first know the use a child is making of all these factors before we can help her to relate her training school experience to the community experience. This premise seems a sound one when we consider the individuals who have been able to make a good community adjustment in spite of unfortunate environmental factors, and who have been able to carry over into the community experience the fundamentals of training and character building which they first experienced at the training school.

Unlike the adult who comes to the agency with a request for help, thereby taking the first step in doing something about the dilemma in which he finds himself, the adolescent delinquent is brought into court and "sent away." The court by reason of its own accepted function, precipitates an experience which for the adolescent may only increase her feeling of being entirely "on the outside" of any plan being made for her. Its punitive approach makes more dominant her "bad" self and leaves little room for an already discouraged individual to assume responsibility for either good or bad.

With such an experience, in contrast to the client who comes asking for help, is it any wonder that institutions have felt the importance of first "letting a child get over her fears" before beginning to come to grips with individual problems? "Exposed to beauty, healthful routine, opportunity to learn new things, and kind friends, is it not possible that the more serious problems will be forgotten?" This has been the belief of many. From this we have moved on to a more conscious awareness of our responsibility as case workers in helping our girls take responsibility for and participate in their own problems. Increasing understanding brings with it the recognition that in no other way can we give back to the individual the control of herself which is rightfully hers and which

has been taken away from her in the community's zeal to "make her over" either through punishment or kindness. Heretofore an attempt has been made to understand our girls but now we recognize the futility of such help unless we can add to it "helping the girl to understand herself."

Shall we then focus our attention on our adolescent delinquent as she is when she leaves the period of training at the school, ready to return to the community? She has completed the required courses in vocational training and academic school work; she has learned new interests through her hobbies developed at the school; she has had regular and consistent religious training in her own religious group; she has been helped to a better understanding of herself and her family; she has made new friends at the school and they have talked of what they want to do when they return to the community. Perhaps someone is ill at home and she is much needed there; perhaps her home, which was insecure at best, has broken completely since she has been at the training school and she has no own home to which she can return. She is aware as never before of her strengths and her weaknesses; sometimes her strength seems to predominate and she is ready to take on her own slender shoulders the burdens of the family—she knows she can "make them over"; more often, however, at such a time her weaknesses rise to the surface and she is overwhelmed with fear. Because of all that is new in this situation she is increasingly fearful.

Think what is new for her in this experience! First, there is a new relation to the worker whom she has known before. To her the worker has represented her return to the community, the link between herself in the training school and her family in the community. Now the worker sets up the limits within which she will move and develop. There will be limits around her relationship to the agency and the worker. Heretofore, these limits have been like those of the group in which she has lived at the school. Second, our girl returning to the community not infrequently finds herself faced with going to a new home; it may be the home of a relative with whom she has not lived before or a home in which she will work as a mother's helper. Third, she will make new friends and in this there is conflict. The old friends had a bad influence on her and she does not really want to renew these friendships, but on the other hand it is frightening to think of making new friends who, perhaps, will not understand about the training school. They will ask too many questions and she, afraid of losing them, will not want to tell why she went there. Fourth, she faces a new responsibility

in the use she makes of the limits which are set up for her. When she was at the training school she would miss privileges if she failed to meet the requirements of the group; now she is going into the community and must take more responsibility for meeting the requirements of the home in which she lives and works, and also of the agency to which she is responsible. This brings considerable fear for she knows that this community experience is the next step beyond the cottage which she has left. Just as she knew in the cottage that inability to meet the requirements would mean return to a more restricted group, so she knows now that inability to meet new requirements may mean return to the training school for a time. Fifth, and perhaps the most frightening, is the unknown element in all this. Actually she knows none of these things except through having been told about them; she must have experience with them before she can really know.

The only thing that remains unchanged in this next step is her responsibility to the agency which the court has said shall supervise her until she is twenty-one. She is not "free" and feels less so than the adolescent who is not delinquent because the court has removed her from the custody of her family and transferred this custody to the training school.

This, then, is where we find our adolescent delinquent when she is ready to take the next step from school to community. How can we help her use her training school experience in all that is so new in this next step?

If we believe that participation of self is essential in helping any individual take responsibility for his behavior, then how infinitely more important is it that the adolescent, already in conflict over letting herself participate, wanting to put herself into an experience and being afraid that she will lose herself if she does, engages in a struggle with her own problems and through this achieves some sense of balance and control that comes from within herself. If control always comes from adults or those in authority, there is little incentive for struggling. "They will do it anyway, so why bother?" If, then, we do consider this important, we see the importance of first establishing a relationship through which fear of being lost in an overwhelming plan, or fear of external things, can be diminished. Little can be expected in the way of self participation unless such a relationship can be established.

The second step comes as we learn the individual's real problem, which may not be the one that brought her to us. Only as we see the real problem clearly

(Continued on page 6)

A Study of Five Hundred Unmarried Mothers

(The following report of a study was sent to us by Leon W. Frost, of the Children's Aid Society of Detroit, who directs the Referral Center.)

THE Detroit Referral Center has recently made a study which takes inventory of the plans made for 500 children born out of wedlock, where the mothers had the assistance of social case workers. The Referral Center of the Council of Social Agencies is a specialized service for expectant unmarried mothers. The Center consults with those who apply for consultation and assistance, and then refers them to the most appropriate source of help. It is under the administration of Leon W. Frost, of the Children's Aid Society, and a committee composed of representatives from six local social agencies dealing with the problem of illegitimacy.

For this study the Referral Center had the cooperation of case workers from the various social agencies and social service departments of maternity hospitals in the community, who were responsible for the case work service given these 500 mothers and whose summaries were submitted at the time the cases were closed. This study presents a picture of the unmarried parents as to age, employment, legal residence, previous children and other social data. It also shows the plan for the child, the plan for the mother, and the percentage of cases in which paternity was legally established. The study notes that in Wayne County, in which Detroit is located, births out of wedlock in 1937 constituted 2.73 per cent of total births.

The most frequent age of the white unmarried mother was nineteen or twenty years and for the colored unmarried mother seventeen or eighteen years. These figures represent the mother's age at the time the agency became interested in her, in most cases a varying number of months after conception occurred. The most frequent age of the alleged father, in both white and colored cases, was between twenty-one and twenty-five years.

The employment group of greatest frequency for both white and colored mothers was that of domestics. Of the 500 mothers, 27 per cent did not have legal residence in Wayne County, and 63 per cent returned to their place of legal residence during the agency's service on the case. Fourteen per cent of the white mothers had other children, compared with 30 per cent of the colored mothers. Of the alleged fathers, 47 per cent were single men, 21 per cent were married, 6 per cent were divorced or widowed, and the marital status of 26 per cent was unknown.

The following table shows the plan made for the child. Percentages are based on 463 cases, since in 37 cases the child was unborn at the time of the summary.

Plan	Total Cases (463*)	Caucasian Cases (280)	Negro Cases (182)
With mother.....	55.9	46.4	70.3
With both parents (married).....	4.5	3.6	6.0
With friends or relatives.....	6.3	7.5	4.4
Boarding Care:			
Agency.....	10.4	14.6	3.8
Private.....	1.1	1.1	1.1
Adoption:			
Agency.....	3.2	5.4	..
Private.....	4.5	6.8	1.1
Miscarriage.....	1.5	1.4	1.6
Abortion.....	.4	.7	..
Stillbirth or death.....	6.9	7.9	5.5
Institutionalization.....
Plan by another agency.....	1.9	2.9	.5
Plan unknown (including one case where mother refused service).....	3.2	2.1	5.5

*One additional child, other than White or Negro, remained with the mother.

Twenty-five per cent of the mothers returned to live with parents or relatives following confinement; 12 per cent married and in two-thirds of these cases to the alleged father; 17 per cent returned to their place of legal residence; 15 per cent returned to employment; 11 per cent were supported by public assistance. The other cases fell into miscellaneous groupings.

The paternity of the children was legally established in 19 per cent of the white cases and in 40 per cent of the colored. In all but a small percentage of cases the method of establishing paternity included a provision for financial support.¹ The following table shows the percentage of cases in which paternity was established by each of the four possible ways:

Method of Establishing Paternity	Total Cases (501*)	Caucasian Cases (298)	Negro Cases (202)
Marriage to alleged father before confinement.....	5.4	4.7	6.4
Marriage after confinement plus probate acknowledgment.....	1.8	1.0	3.0
Probate acknowledgment without marriage.....	3.2	2.7	4.0
Prosecution on bastardy charge....	16.4	9.4	26.7
Method not given.....	.6	1.0	..

*In one case two children were involved.

The reasons given for not establishing paternity were many and varied, but the greatest frequency was

¹ Probate acknowledgment without marriage does not insure support but only the right to inherit.

(Continued on page 4)

BULLETIN

Published monthly (omitted in July and August) as the official organ of the Child Welfare League of America.

C. C. CARSTENS, Editor

The Bulletin is in large measure a Forum for discussion in print of child welfare problems. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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The Equalization Of Opportunity

IT SOMETIMES occurs that visitors from a foreign country call at the League office to learn what is the "American Way" of caring for handicapped children.

There is a simple answer to this question, but it is not a satisfactory one when the visitor is told that there is no "American Way."

The forty-eight states are so many experiment stations in child care. Some have gone far and achieved good results and from them lessons of importance can be learned. Other states have hardly begun their efforts in an intelligent way to meet the needs of their helpless children.

The framers of the Social Security Act of 1935 took cognizance of these divergencies and the children's sections are beginning to set a few patterns that are leading to a recognition of certain common principles of child care that apply to all states.

Social work for the child has been in many states limited to the urban areas, except when by some lucky chance he has been accepted in an institution, usually in a nearby city. On the other hand, he may, as a last resort, have been committed as a state ward far away from his home and family ties. Child Welfare Services is changing this situation and when fully developed in all the states, will bring its ministrations to the rural child even in the remotest areas and give him the same chance that city children have had in certain states for many years.

Likewise Aid to Dependent Children, when it has developed adequately in all the states, will save the homes for rural as well as city children. Before 1936, when the above law began to function, Mother's Aid was only functioning in about one-half of the 3000 counties, and under this plan too the city child had a better chance. Aid to Dependent Children, which now brings benefit to the families of over 630,000 children, includes many thousands of children of rural families who formerly would have had no chance to be included in the benefits.

The Social Security law will be an equalizer of opportunities when its plans and provisions are more fully established. Perhaps we yet may see provided an "American Way."

—C. C. CARSTENS

Should "Health Program" Be Revised?

THE supply of pamphlets, "A Health Program for Children in Foster Care," published by the Child Welfare League of America and written by Dr. Florence A. Browne of the League staff, will soon be exhausted and a new printing will be necessary.

Suggestions are invited from executives of member agencies and others who have given the program a trial in order that the booklet may be made even more useful to agencies planning medical work for children. Such suggestions should be sent in as promptly as possible.

"THERE are two very important procedures for every person, regardless of age, who has a positive tuberculin test:

"1. To break contact with all persons who have tuberculosis in contagious form.

"2. To make annual careful examinations, including x-ray of the chest, as soon as adolescence approaches. This aids in detecting the reinfection type at the earliest possible stage, when it can be treated quickly and successfully in 90 per cent of the cases."

—J. ARTHUR MYERS, M.D.

(From "Present Day Concepts in the Diagnosis, Treatment and Prevention of Tuberculosis," published in the Wisconsin Medical Journal, 37:903, 1938.)

A Study of Five Hundred Unmarried Mothers

(Continued from page 3)

either refusal on the part of the mother or lack of information concerning the alleged father.

The outstanding statistics of this study of 500 cases have been presented in a pictograph booklet entitled, "Referral Center Reports." The study has raised a great many unanswered questions concerning case work with unmarried mothers and these questions are presented at the end of the Reports. This booklet may be procured by writing to Miss Florence Demrick, Supervisor, Referral Center, 71 West Warren Ave., Detroit, and enclosing four cents in postage.

News and Notes

New Buildings for Kentucky

GROUND has been broken for a new three-story, fire-proof building, for housing the down-town social service and clinical facilities of the Louisville and Jefferson County Children's Home, Ormsby Village, Anchorage, Kentucky. This building to be known as the Children's Center also will serve as a detention building for Court wards of the Jefferson County Juvenile Court pending disposition. It is being erected in the immediate vicinity of the City Hospital, the Mental Hygiene Clinic, the Children's Free Hospital and the Tuberculosis Clinic.

Some 1800 children under the supervision of the Home, in Mothers' Aid—foster and rehabilitation homes—will make use of the clinical facilities available in the new building. These facilities will include a complete medical and dental unit, psychological and social services. No immediate plans are being made for full-time psychiatric service, yet such service will be available to an increased degree through the Mental Hygiene Clinic near by. The first floor will be given over to office and clinical service; the second and third floors to children's quarters; the basement to recreation.

The building is being erected with the aid of the Public Works Administration, which is paying forty-five per cent of the cost; the balance has been accumulated by the Home during the past several years. When completed, there will be no indebtedness incurred.

Some ten or twelve years of intensive study of the needs of the community have resulted in this building. Several nation-wide organizations have contributed materially to its planning, namely, the Child Welfare League of America, American Public Welfare Association, National Probation Association, the United States Children's Bureau and many other similar groups and organizations.

At the same time a fire-proof Hospital building is being erected at Ormsby Village. This is being adequately provided with modern clinical facilities to serve the children at Ormsby Village and Ridgewood. This two-story building, also being constructed with W.P.A. assistance, will provide twenty-two beds. It will have x-ray, ultra violet, infra red and other types of modern diagnostic and treatment equipment.

Children Needing Change of Treatment Plans

THE New Orleans Council of Social Agencies made a study of children who needed change in treatment,

from January through April, 1938. Thirteen child welfare agencies and institutions agreed to fill out a schedule indicating the need of change in treatment for each child under care during the four months. The schedule called for a statement of the family problems as well as the child's reaction to the family situation.

The summary of this study contains interesting information, including the fact that 378 New Orleans children needed change in treatment plans. Of this number, 210 needed foster boarding home care and 46 needed to be placed in study homes where their problems could be better understood before recommendations were made. Sixty-eight children needed to be placed in institutions for the feeble-minded, 4 in hospitals for the mentally diseased and 24 in institutions for dependent children. Other recommendations were made for the remaining 26. An exhaustive analysis of the problems presented by these children probably will soon be available.

Southern Regional Conference of the Child Welfare League

THIS year the Conference is to be held at the Noel Hotel, Nashville, Tennessee, on March 17 and 18. Mrs. A. H. Roberts, Director of the Child Welfare Division, Department of Institutions and Public Welfare, is Chairman of the Committee on Program and Arrangements. This Committee is drawn from our member agencies throughout the Southern states and is actively participating in making the arrangements.

Two days prior to the Conference there will be an Institute for institution workers led by Miss Sybil Foster of the League staff.

Standards of Foster Care

FROM the Board of State Aid and Charities of Baltimore, Maryland, recently has come three well-thought out pamphlets of interest to our membership. They are entitled: Rules and Regulations Governing Child-Caring Institutions; Rules and Regulations Governing Child-Placing Agencies, and Rules and Regulations Governing Foster Homes in Maryland.

"ELEVEN years of a child placement bureau in the country's third largest children's institution culminate this month with the closing of the institution. Since the bureau began to function, the Brooklyn Hebrew Orphan Asylum (N. Y.), incorporated in 1878, gradually has changed its policy from institutionalization of dependent children to specialization in foster home care. At the end of 1938 only a third

of nearly 1000 children under care were housed in its building. A concerted drive now is under way to find private homes for as many of them as possible. Those in need of special institutional care will be transferred to other institutions. The Brooklyn Hebrew Orphan Asylum will continue to operate as a child placing agency."

(From "Survey-Midmonthly," January, 1939.)

(Continued on page 8)

Helping the Adolescent Delinquent Use Training School Experience

(Continued from page 2)

can we help the individual to know herself, and only as she knows herself can she accept the "good" that is a part of herself as well as the "bad."

The third step brings us to the individual's use of the limits set up by the agency. Her individual use of these limits, her use of the agency and also of the worker, makes us aware of the many elements that go into this third step. For instance, it makes us aware of the individual's need to feel herself free from restricting forces in family and community before she can free herself in order to make use of her present situation. We know too that the clearly defined limitations, recognized to be of value, can serve this purpose only if they define an area large enough to allow for growth and development of the individual. We feel the limiting effect of restrictions as such if they provide an area too small for movement, serving as a crutch instead of a support that can lead to independence. We also feel the importance of recognizing the individual's need to use our strength at times to struggle against in order that she may develop strength of her own; the adolescent so often needs and wants, though she may not be able to ask for it, an unwavering steadiness in direction by the adult who can assume this responsibility.

All three of these steps should lead toward the fourth and final one which comes with "getting ready to end" with the agency. "Ending" in training schools is clearly defined around an age limit and is as well known to the girl as to the agency. In its most constructive use "ending" means taking over as much responsibility for oneself as possible without the aid of the agency; it means being able to make constructive use of the family relationship if there is one, and if not, taking responsibility for oneself in the community. This often brings with it some of the same elements of fear that were present when the move was made from the training school to the community. It is only with an awareness of the use the

girl is making of the community experience, the worker, and the agency that we can help her to end or allow her to end as she chooses.

The following story brings out certain important points. Jennie, nineteen years old, came to Sleighton Farm from an up-state county in September, 1933, when she was fifteen. She was committed on a technical charge of "Neglected, dependent and incorrigible." She had never been outstandingly delinquent, but because the town officials feared she might become so and also believed her mother was unable to care for her, they sent her to a training school. Jennie remained at our school two years and three months and during that time presented no serious behavior problem although she did present some personality difficulties. She felt "picked-on" and that no one liked her. She was very slow in whatever she did and preferred to sit by herself reading a book rather than mingle with the group. After completing her training she was placed as a mother's helper. She remained in this home one year, and as was true in her training school experience, she did not present a behavior problem but continued to be slow and forgetful. She did not make friends although she finally consented to go to the Y.W.C.A. and seemed to enjoy the swimming and dancing classes. However, she never seemed spontaneous and happy. The one plan she had for her future was to return home to her mother, younger brothers and sisters. The reason she had not been allowed to do this previously was that the small community in which the family lived was disturbed because of the common-law marriage of the mother. About a year after Jennie was placed it became necessary to change visitors and when the new visitor called for the first time, there was some discussion of this change and it was evident that Jennie was minding it. This was followed by a comment of Jennie's that she had been to the Y.W.C.A. but that, of course, she just saw girls and didn't have many friends. "I just can't be bothered trying to make friends," she said. When it was suggested that perhaps that was the reason she did not make friends and that after all one did have to put something into getting acquainted, Jennie said with considerable feeling, "But you see if anybody really got to know me, they wouldn't like me. I don't like myself either." When, at a later interview, some of Jennie's problem of slowness was being discussed, she accepted it very philosophically and said, "Well, I'm just that way. I must not have been around when they handed out whatever it takes to make a person hurry." During the interview, when the visitor had spent considerable time with the employer and had not had much

opportunity to visit with Jennie, she remarked that this was unfortunate and she would try to get out again soon. Jennie's reply to this was, "Well, it doesn't matter much. You people just decide what I'm to do. I do it and that's that." This remark indicated to the visitor that Jennie needed some help as to just what the relationship was between herself and the visitor, and suggested that Jennie come to the office the following Thursday to talk it over. The following Thursday she phoned that she would be unable to keep her appointment because her free afternoon had been changed. The worker asked her if she would like to come the following Thursday, to which she replied that she would. The following Thursday she appeared forty-five minutes late, muttering something about just not being able to get here. When the visitor suggested she take off her coat in order to be more comfortable, her reply was, "Oh, are you going to keep me that long?" The visitor said she thought it important that they talk for a few minutes because some of the things Jennie had said showed that they needed to know what they were to each other, and then continued the conversation with: "Jennie, you think of us as saying no to many things that you want to do and you don't feel you have much share in this plan, do you?" Jennie looked startled and said, "That is exactly the way I feel, but I didn't know if I dared say it." As the interview progressed Jennie said she had the feeling she could be responsible for herself and she resented being told when she should return at night, how she should use her money and other restrictions. She went on to say: "For instance I know that all I want to do on my free time is to go to the Y.W.C.A., or to a movie occasionally, and I know I wouldn't want to stay out late, but I just hate to think that I must be in at a certain hour." The visitor said that if she were ready to take this responsibility for herself and to ask for these privileges she was perfectly ready and glad to give them to her because it meant that she was growing. When the visitor asked Jennie what hour she would return and how she would feel if she had a special invitation that meant she would be out later than usual, her response was: "I know that I wouldn't be out later than eleven fifteen and if I got invited to anything special I think I would tell you about it anyway because I would want you to know, but the thing is that you wouldn't be telling me." The visitor explained in simple terms her responsibilities in the situation and her readiness for Jennie to accept for herself as much responsibility as she was able to carry. Jennie said at one point, "Oh, but the important thing is how I feel about this." Then,

she laughed and said, "You know actually it really isn't any different, is it? But it seems so different to me." She went on to say: "Once for three hours I felt that I was me. I was on the bus going to my mother's home and had a wait of three hours and nobody knew what I would do in that time and I felt I could just start out and do what I wanted to do." Then, with a twinkle, she added, "I'll tell you what I did do. I sat and read the funny paper but at least I felt it was me."

Jennie had used most of the time for the interview in talking freely and spontaneously and when the visitor said she was not going to ask her to come to the office again but that if she should want to come in to talk things over the visitor would arrange to save time for her. The visitor went on to say that she knew this meant giving up part of her free afternoon and didn't know whether Jennie would feel this was worth while. Jennie replied very quickly that she would like to come and said, "Would next Thursday be too soon?" A short time later, Jennie asked for another interview and came in and took the responsibility for directing the conversation. She talked about her Italian boy friend, Pat, saying she had known him for a long time but that he had not been approved by her former employer because he was too shy to be introduced in the proper way and then she added, "Of course, you know I saw him just the same, but now I feel better about it because I can tell you about it." She said that the previous week she had taken him to meet her present employer. Then she added that she knew his sisters and mother and that he comes from a poor Italian home, adding, "After all, that's more like my kind." When she told of taking him to her employer's home, her comment was, "I just sat there and looked at Mr. W. and then at Pat. Poor Pat! Mr. W. is a college man, is dignified and can talk about everything. His clothes are always perfect and he always says and does exactly the right thing. There sat poor Pat in his cheap suit and he was awkward and he used slang, but all the same I knew he was brave to come to meet Mr. W., and as for me I couldn't be comfortable with anyone as perfect as Mr. W."

This illustration seems to me to bring out some of the points I wish to emphasize. First, Jennie showed us clearly how much she needed to have some feeling of participation and sharing in her own plan. In the second place, it quickly appeared how much more constructively she could use the worker after the relationship between them was redefined and established. The last point of significance was in how much she needed help in knowing and accepting herself.

News and Notes

(Continued from page 6)

Of Interest to Board Members

THE Russell Sage Foundation has just published a bibliography entitled "Board Members: A Selected List of References." For those of our readers who may be interested, it can be secured for ten cents by writing the Publication Department of the Russell Sage Foundation, 130 East 22nd Street, New York City.

Fellowship Announcements for 1939-1940

THE New York School of Social Work announces two fellowship competitions for 1939-40. One of the competitions is for a number of work-study fellowships to be offered by the School. These fellowships are offered for the benefit of able young workers in the fields of group work and public welfare who feel a need for further training but who are unable to finance a period of study. Because of its maintenance feature, the competition is restricted to persons outside of New York City.

The second competition is for the Commonwealth Fund fellowships which cover tuition for two or three quarters. Supplementary grants, varying in amount, will be determined individually on the basis of need. Applicants must meet the admission requirements of the School, and have had at least two quarters of graduate training, preferably with some psychiatric theory, in a professional school of social work. The training program, combining courses with field work in a psychiatric clinic serving adults and children, will be directed toward the diploma requirements of the School.

Further information and application blanks for these competitions may be secured from the School. Applications must be returned not later than March 1, 1939.

Child Labor Day—January 28, 29, 30

A LONG stride has been made toward the complete abolition of child labor in the United States. The Wages and Hours Act, which went into effect on last October 24th, has removed tens of thousands of children under sixteen from harmful employment in industries which ship goods from state to state. But, hundreds of thousands are still at work, in laundries, garages, beauty parlors, restaurants and, above all, in commercialized agriculture. Much remains to be done before the abuses of child labor are eliminated from all types of industry and agriculture as they now are eliminated from interstate occupations.

Child Labor Day for thirty-three years has been an occasion for the rallying of public sentiment against the industrial and commercial exploitation of children. The National Child Labor Committee asks your cooperation again this year.

Book Review

THE BIOLOGY OF HUMAN CONFLICT. An Anatomy of Behavior Individual and Social. By Trigant Burrow, M.D., Ph.D., Scientific Director, The Lifwynn Foundation, New York City. Macmillan Company, 1937. 435 pages. \$3.50.

THE thesis presented in this book embodies Dr. Burrow's scientific discoveries in the realm of human behavior. Sixteen years of intensive laboratory research led the author to develop a technique for the study of behavior problems. Like Pasteur and Koch he has delved into the causative factors of disease rather than devote himself to the treatment of the distressed individual whom he regards as but a symptom of the world-wide racial maladjustment of physiological function. He explains why insanity, as well as other behavior deviations, is a disease of the body-total rather than of the head as we have been led to believe.

The child is early conditioned, through influences of outer control, to be drawn toward or repelled by persons or agencies which are symbolized by him as good or bad.

Because, as we all know, adult behavior has its beginning in early childhood, I am tempted to quote from an earlier book by the same author, "The Social Basis of Consciousness," "Anxious young mothers are running about looking for texts which will serve them as guides in the love of their children. They are diligently searching upon every hand for the latest approved theory of maternal love. . . . In truth, it is not possible to 'bring up' a child at all. One may let a child grow up, naturally, as a plant, tending only the soil about its roots, or one may hinder its growth. But to bring a child up by moulding its personality to one's own is organically contradictory. A child comes up, if at all, only of himself or in accordance with the law of his own growth."

Modern society with its vast and bewildering accumulations of the past, needs to examine itself in the light of new scientific developments. Certainly no one is more aware than those engaged in child protection, of the urgent need for stemming the increasing tide of insanity, delinquency and human conflict.

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